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ABSTRACT

Qualifications needed by professionals who staff the college student union are suggested as criteria for job candidates and as information for aspiring union professionals. After considering goals of the college union, desirable qualities of student union staff are identified. The number of staff positions required will vary according to the size and complexity of the union operation. For the following positions, information is provided on job responsibilities, special qualifications, experience, and education: director, associate director, assistant director, program director (or assistant director for program), director of student activities, program adviser (or assistant program director), outdoor recreation director/manager, leisure classes coordinator, craft shop director/manager, art and gallery director/manager, theater director/manager, promotions or marketing director, business manager (or assistant director for business), operations manager (or administrative assistant), maintenance manager, food service director (or assistant director for food service), recreation area manager, bookstore manager, and scheduling and reservations manager. (SW)

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For Professional Staff Preparation In College Unions and Student Activities

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Role of the College Union

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the "living room" or "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

   As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

   Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free-time activity a cooperative factor with study in education.

   In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

Adopted by the Association general membership in 1956 and reaffirmed in 1964.

Standards

For Professional Staff Preparation In College Unions and Student Activities

About the author

Shirley Plakidas is assistant director for programs at the LSU Union, Louisiana State University. From 1984 to 1986, she served as an at-large member of the ACU-I Executive Committee, charged with the responsibility of studying professional ethics and standards.

The results of her Executive Committee work are the *Code of Ethics*, published in 1985 and this edition of *Standards for Professional Staff Preparation in College Unions and Student Activities*.

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Standards in the college union

The purposes of this booklet are (1) to assist collegiate administrators and college union executives in designing and developing union staff organizations and in recruiting and selecting professionals to fill these staff positions, and (2) to help individuals who are considering careers in college union work understand the types of qualifications required of persons entering this field.

The booklet, first published in 1940, has undergone many revisions, reflecting in many ways changes that have affected all of higher education during the past four and a half decades. Previous editions of the booklet contained information from a variety of sources, including research on the administration and operation of college unions beginning in the 1950s. The job descriptions in earlier editions were based on samples of actual job descriptions from numerous institutions as well as on information collected in the Central Office of the Association of College Unions-International. The current edition of the booklet incorporates some work of the Council for the Advancement of Standards for Student Services/Development Programs, an organization of which ACU-I is a charter member.

This publication covers only those positions usually regarded as professional or leading to professional positions. It does not consider other important positions that are usually regulated by civil service or by campuswide, systemwide, or labor union regulations. Most of these latter positions are service-oriented, such as secretarial, accounting, food service, or maintenance positions. The distinction between professional and non-professional positions is often blurred, both on a single campus and in a comparison of campuses. In addition, some entry level positions on a campus may be filled by graduate students who are in the process of preparing for professional positions.

Goals of the college union

A college union is frequently called the "community center" of an academic institution. Although unions differ enormously from campus to campus in facilities, programs, priorities, and organizations, most have in common the following basic assumptions:

- The college union is an essential and fundamental part of the college's educational mission. It is important that union professionals view themselves as educators in the broadest sense as they serve multiple constituencies, including students, faculty, staff, alumni, and guests.
- The college union reflects the distinct and unique character of the educational institution of which it is a part. Therefore, it is important that union professionals understand the milieu of the institution they serve.
- The college union's thrust encompasses facilities, services, and programs, which all intertwine to form a whole. Therefore, it is important that union professionals

have a basic understanding of the philosophy of the college union and of how their individual roles contribute to the whole.

- The college union functions in collaboration with the various departments, agencies, and divisions of the institution, including academic disciplines, business affairs, student service agencies, alumni and development offices, and other components. Therefore, it is important that college union professionals possess the necessary skills for effective communication with other units and for effective contribution to the goal-setting processes and evaluation efforts of the institution.

The objectives of each college union vary from campus to campus, but in general unions identify with the following goals:

- The college union responds to numerous physical and tangible needs of individuals. Typical components of a union include food service operations, meeting and program spaces for large and small events, retail stores including bookstores, facilities for the performing and visual arts, a recreation area, administrative offices, offices for student organizations, and an information center. A union may also include amenities such as a reading/music listening area, lounges, alumni offices, public telephones, banking facilities, a post office, a hair-styling shop, and other services. The number of staff required to carry out these functions varies according to the size of the institution and the size, location, and complexity of the union operation.
- Through its programs and services, the union facilitates a sense of identity with the institution, enhances intellectual learning through lectures and seminars, encourages cultural and aesthetic growth through the performing and visual arts, assists with meeting the social needs of the college population, and plays a valuable role in aiding individuals to explore, identify, and evaluate their beliefs and values.

The union must be organized to maintain its physical plant, to provide for cultural, intellectual, and recreational programming, to operate its business enterprises, to deliver successfully the services inherent in its mission, to maintain fiscal controls, and to supervise its personnel.

Human resources required

The college union must employ qualified professional, technical, and support staff who can meet the varied educational, service, social, leisure, and recreational requirements inherent in the union's mission. Staff should include people who provide the necessary professional leadership to assume responsibility for the entire union as well as for specific programs.

Desirable qualities of staff should include: (1) knowledge of and ability to use management principles, including the effective management of volunteers, (2) skills in assessment, planning, training, and evaluation, (3) interpersonal skills, (4) technical skills, (5) understanding of union philosophy, (6) commitment to institutional mission, and (7) understanding of and the ability to apply student development theory. Graduate degrees should be earned in fields relevant to college unions, including but not limited to student development, business administration, higher education, and recreational leadership.

A variety of technical and clerical personnel may be required to operate the college union. Included in this area are skilled and unskilled workers needed to provide the services and maintain the facilities of the union, such as secretaries, receptionists, account clerks, sales clerks, cashiers, stagehands, light and sound technicians, food service workers, maintenance personnel, and managers of retail operations.

Student employees and volunteers may be an important part of the union's operation. Their work experience can contribute to their educational experience as well as to their personal income. A thorough training program should be provided for part-time student helpers and volunteers to ensure that their services are competently provided. Depending on their assigned duties, such training might include leadership, group facilitation, and communication skills. An internship or practicum in the college union can be valuable to graduate assistants pursuing advanced degrees in student development, business administration, higher education, institutional management, and recreation. Such experiences should provide a variety of opportunities within the union operation. Graduate assistantships also may allow persons pursuing careers in specific areas of the union field to expand their expertise. Graduate students frequently serve as program advisers or operations, recreation, or other department supervisors while pursuing advanced degrees.

While it is important that professional staff members meet qualifications in terms of academic preparation, experience, and skills, it is even more important that care be given to the selection of individuals who maintain a positive attitude, who are willing to work with a variety of people and situations, and who demonstrate ethical standards in their conduct. Another consideration in the employment of individuals is their attitude about working on nights and weekends. Because many unions are open seven days a week and for long working hours, both professional and non-professional staff should understand that the position may call them to duty at times when other campus offices or departments are closed.

Diversity of the field and number of positions required

College unions reflect diversity not only in staff but also in facilities and operations. Three-quarters of all union buildings contain fewer than 120,000 square feet and a fifth are under 30,000. In contrast, one-eighth are more than 200,000 square feet in area. Budgets of unions vary from less than $1 million to more than $15 million. Some unions are little more than a food service facility; others contain five or six kinds of food service. Recreation and program facilities vary greatly from one union to another. Some unions have complete bookstores, theaters, art galleries, office spaces, and hotel facilities; others have only one or two multipurpose spaces for a variety of functions.

More than one-third of the college union directors are the only professionals on the staff. On the other hand, some directors have several assistant directors. Approximately half of all union directors are also in charge of campus activities and programs, especially on two-year and small college campuses. The number of staff positions required will vary according to the size and complexity of the union operation.

In general, the number of staff positions required to carry out the maintenance and business functions of the union is proportional to the size of the facility, the number of services offered, the number of patrons served by the union, and the budget of the operation. The number of staff positions required to carry out the program functions of the union is proportional to the number and variety of programs offered. A comprehensive union program can be organized into functional areas such as visual arts, performing arts, cinematic arts, indoor games and tournaments, outdoor recreation, lectures and seminars, crafts and hobbies, social programs, programs for special constituencies (e.g., minorities, foreign students), travel, leisure classes, and special programs or projects. Each of these areas requires professional guidance if the programs are to meet the high standards a campus community should

expect and if the students involved in planning and executing the programs are to enjoy the learning experience envisioned in the union's role statement. A program adviser can adequately cover no more than two or three of these areas. Thus, a union with a comprehensive program would need a program staff of three or four professionals to cover all of these program areas.

Qualifications for professional staff positions

Recommended standards for educational background, experience, and special qualifications for typical union positions follow. These guidelines are suggested as criteria that may be helpful in appraising the suitability of candidates for union positions and also as information for aspiring union professionals.

Director

Responsibilities: Oversees the entire union operation and its personnel. Establishes the overall standards of performance through selection of administrative personnel, budgetary controls, and overall thrust and direction of programs and services. Usually reports to the chief student affairs officer on the campus. Serves as the primary communication link between the union and other campus departments and the community. Works directly with the union's governing board and stimulates and coordinates all staff and student effort to realize the union's educational and service objectives. May have direct supervisory responsibilities over particular functional areas, though wherever possible it is desirable to avoid these multiple assignments of direct supervision by appointing associate or assistant directors to supervise major functional areas.

Special qualifications: A well-developed talent for leadership of college students; thorough knowledge of the philosophy of informal education and of the process by which leadership skills are developed; demonstrated expertise in management skills, including assessment, planning, training, evaluation, and communication skills; knowledge of college union philosophy and an understanding of how to meet the cultural, social, and recreational needs of the campus community; understanding of and the ability to apply student development theory; understanding of how the union functions within the institutional setting and of institutional business and management practices; personal skill and interest in recreational activities; ability to stimulate student interest and to enlist the best efforts of staff; articulateness; an awareness of the educational and cultural benefits of multiculturalism; ability to recognize and foster high ethical standards of performance, service, and professionalism among staff.

Experience: Previous experience in an administrative position in a college union or closely related field (e.g., director of a smaller union, assistant director of a union, student services professional such as program director or coordinator of student activities, administrator of a community center or residence hall complex) combined with business management experience. Other valuable experience includes work as a school executive, recreation director, business executive, college fund-raiser, teacher, or service volunteer. Successful undergraduate leadership experience in a major college ac-

tivity or program (e.g., union board, student government, residence hall board, special interest or service club, publications).

Minimum paid experience in years for union position at a:

Small campus	(under 5,000 enrollment)	3 years
Medium campus	(5,000–10,000 enrollment)	5 years
Large campus	(over 10,000 enrollment)	6 years

Education: Bachelor's degree required in the social sciences, liberal arts, education, recreation, or business. Master's degree usually required in education administration, student development, recreation administration, business administration, or a related field. A few institutions prefer a doctorate in an appropriate discipline, with broad college administrative experience. Aspiring professionals might focus on college credits or special training in organizational development, education administration, student services, business administration, arts administration, or successful completion of an internship or graduate assistantship in college union administration.

Associate director

Responsibilities: If the union organization has only one associate director, this individual is usually the second-ranking administrative official. If the union has more than one associate director, each is usually in charge of a specific functional area, such as building operations and maintenance, program and activities, budget control and business operations, or personnel (hiring, training, coordinating). Reports to the union director and serves as acting director in that person's absence. An associate director generally shares in the leadership of a large, complex operation and has extensive operational authority throughout the organization.

Special qualifications: In general, the associate director position calls for the same qualifications as the director position since this person usually acts for the director in that person's absence, carries a large share of the supervisory responsibility of a 16-hour per day operation, and is often in training for a union directorship. In any organization, it is valuable for the associate director to offer special preparation or skills that complement those of the director (e.g., training in programming or student services if the director's qualifications are strongest in business administration or vice versa).

Experience: Previous experience as a student services professional or as an administrator in a related field. If responsibilities include business operations, prior experience in business administration. Successful leadership in one or more major college activities as an undergraduate.

Small campus	(under 5,000 enrollment)	2 years
Medium campus	(5,000–10,000 enrollment)	3 years
Large campus	(over 10,000 enrollment)	4 years

Education: In general, the same as for a director.

Assistant director

Responsibilities: If the union has only one assistant director, this individual may be the second-ranking administrative official. If the union has more than one assistant director, each is usually responsible for a specific functional area, such as program and activities, food service, business operations, building operations and maintenance, personnel, or marketing. The difference be-

tween an associate director and an assistant director may be that the associate director has more extensive authority throughout the entire union operation, whereas the assistant director is more likely to be responsible for a specific area. However, assistant directors are often a part of the decision-making team for the entire union. Some unions may also have an assistant to the director position. This person is likely to be responsible for one specific function or may be responsible for a variety of administrative assignments from the director. An assistant director often is not part of the decision-making team of the union operation.

Special qualifications, experience, and education: May be the same as for the director or may be specific to the functional area this person supervises, depending on the organizational structure. See program director, business manager, and food service director.

Program director (or assistant director for program)

Responsibilities: Directs and coordinates the total program which serves the educational, social, cultural, and recreational interests of the college or university and provides students with opportunities to develop leadership and programming skills. Reports to the union director. Selects and trains the program and support staff and supervises the selection process for student leaders. Coordinates and maintains standards of excellence for programs. Monitors program budgets, including those covering the program staff and the student programming effort. Provides direction for the planning and promotion of program activities and for the establishment of an ongoing program of leadership development for students and professional development of support staff. Responsibilities may vary greatly from institution to institution depending on size of school, number of college union staff members, and the campus student activities organizational pattern. Administrative responsibilities may include scheduling, budget control, handling artists' contracts, and supervision of staff, graduate assistants, or student interns. Supervision or management of other areas, such as crafts shop, game room, or reading/music listening room, may be required. May advise specific program areas. May supervise main campus events, such as orientation, homecoming, leadership development programs, or ad hoc groups dealing with specific programs or issues.

Special qualifications: Administrative ability, ability to relate well to student groups, commitment to the educational goals of program activities, knowledge of college union philosophy, understanding of and the ability to apply student development theory, an awareness of the educational and cultural benefits of multiculturalism, demonstrated ability in advising student groups, and ability to relate the program effort to the total union operation. Willingness to work evenings and weekends as the job may require.

Experience: Successful leadership experience in student activities as an undergraduate, experience in working with and advising student or youth groups, and expertise in one or more specific program areas. Experience in administrative duties desirable.

Education: Bachelor's and master's degrees usually required although some institutions will recognize several years' experience for the latter. Preferred major fields of study are higher education and student development, counseling, the social and behavioral sciences, liberal arts, or business administration.

Director of student activities

Responsibilities: Coordination of the complete campus activities program, including scheduling events and facilities, supervising student organizations, and possibly monitoring system of accounting for organizations. Usually reports to chief student affairs officer on the campus. Responsibilities may include advising student government, publications, physical recreation and club sports, and occasionally intramural sports. Job responsibilities may be combined with those of union director or with assistant director for programs. (NOTE: Responsibility for both the union and student activities is a combined one on nearly 60 percent of the campuses in the United States. This combination occurs more frequently at institutions with enrollments of less than 10,000.)

Special qualifications: Many of the same qualifications as for union director. Understanding of the value of student activities and of the motivations of students who participate in them. Understanding of and ability to apply student development theory. Ability to sustain communication with diverse groups, to anticipate problems, reconcile conflicts, and maintain a strong philosophical base for student activities.

Experience: Experience in student programming and in advising student groups. Successful leadership experience in student organizations as an undergraduate. Expertise in training and leadership development desirable.

Education: Bachelor's and master's degrees usually required in such areas as education, the behavioral or social sciences, counseling, or student development. Some institutions will recognize several years' experience in lieu of the master's degree.

Program adviser (or assistant program director)

Responsibilities: Primary responsibilities include the advising of specific program areas or groups on program content, organization of the volunteer committees, continuity, procedures and policies, arrangements for program events, planning, and evaluation. Reports to the program director. May be responsible for assisting with the administration of the program department. Assignments to program areas are usually made in keeping with the adviser's skills and interests.

Special qualifications: Strong interest in working with student groups, a working knowledge of student development theory, commitment to the educational value of the program effort, willingness to work evenings and weekends as the job may require.

Experience: Expertise in specific program areas desirable. Experience in student organizations as an undergraduate.

Education: Bachelor's degree required. Often considered an entry-level position and may be combined with graduate study.

Examples of program advisers for specialized areas:

Outdoor recreation director or manager

Responsibilities: Administers a varied program of outdoor experiences, such as hiking, climbing, aquatics, and winter sports. Advises clubs and committees. Supervises outdoor recreation center, including purchases and rentals, equipment repairs, storage, and

meeting rooms. Coordinates the scheduling of resource persons for supervision and instruction.

Special qualifications: Appreciation of the natural environment and an eagerness to share this with others. Strong sense of responsibility that recognizes the challenges and dangers of many of the programs. Promotional ability. Expertise in programming outdoor recreation.

Experience: Participant in outdoor activities. Qualified leader and administrator. Experience in planning outdoor programs.

Education: Bachelor's degree, preferably in recreation, education administration, or a related field.

Leisure classes coordinator

Responsibilities: Responsible for planning and executing the union's leisure class program, including selecting courses, recruiting, selecting and training instructors, administering the budgeting and accounting process, supervising the registration process, and evaluating the total program.

Special qualifications: Commitment to the value of quality leisure-time activity, ability to anticipate and perceive the types of activities that interest patrons, ability to establish a well-balanced array of options for participants.

Experience: Experience as a union program adviser or youth group coordinator; interviewing skills; administrative experience helpful.

Education: Bachelor's degree, preferably in education, education administration, student development, the behavioral or social sciences, or a related field.

Craft shop director or manager

Responsibilities: Supervises the operation of the shop and program which may include woodworking, ceramics, photography, metal or lapidary work, poster making, and other areas. Arranges for supervisors and instructors of craft classes. Maintains inventories. May arrange for sale of crafts.

Special qualifications: Insight into the creative process and technical knowledge of the requirements of the various crafts. Ability to promote craft shop offerings. Managerial skills.

Experience: Experience in operating a union or community center craft shop. Teaching background in arts and crafts areas desirable.

Education: Bachelor's degree in fine arts, art history, industrial arts, or a related field.

Art and gallery director or manager

Responsibilities: Responsible for a continuing program of art exhibits and related programs such as lectures or panel discussions. May be responsible for maintaining a permanent collection, a lending library, artists-in-residence, or special sales. Works with student committees and community art leaders in creating and maintaining the art program. May also be responsible for the craft shop operation.

Special qualifications: Strong background in the arts, with some knowledge of museum work helpful. Ability to encourage student and other volunteer involvement in the artistic life of the union. Knowledge of recent developments in the art world.

Experience: Background in gallery management in other unions, museum work, art instruction, or administration of art programs desirable. Grantsmanship experience can be helpful.

Education: Bachelor's degree in fine arts, art education, art history, museum or arts administration, or related field.

Theater director or manager

Responsibilities: Responsible for theater management, including box office, technical, stage, and house operations. Supervises theater staff, and develops theater program. Works with members of the campus community in the presentation of cultural and public functions. Maintains the theater calendar and coordinates reservation of the facility by campus and community groups. May report to union director or to an associate or assistant director.

Special qualifications: Working knowledge of all fields of theater: drama, music, concerts, dance, films, etc. Understanding of technical and artistic aspects of theater. Working knowledge of accounting. Ability to recruit and train staff. Ability to work with academic departments which may use the theater as a learning laboratory. Understanding of marketing techniques.

Experience: Administrative work in drama, music, speech, talent booking, film booking, arts organizations, or other related fields. Personal experience as an actor, musician, student producer, or other theater-related activity desirable.

Education: Bachelor's degree required, with background in liberal arts, music, speech, or theater. Master's degree sometimes required in arts administration or a related field.

Promotions or marketing director

Responsibilities: Promotes the entire union operation through printed materials and media outlets, including calendars, brochures, special catalogs for retail operations, announcements, newsletters, radio and television public service announcements, and advertising (to the extent permitted by local and state laws). Supervises graphic design artists, who may be student workers. Works with campus newspaper to coordinate advertising, news coverage of union events and services, and feature articles about the union. Works with all departments of the union to ensure a consistent public relations approach throughout the operation. May also advise student committees. Works closely with campus public relations office. May report to the union director or to an associate or assistant director.

Special qualifications: Good communication skills, both written and oral; ability to work with a variety of people and situations; understanding of union philosophy and the role of the union within the context of the university or college; ability to articulate the mission of the union to many constituencies.

Experience: Employment in a public relations firm, or as a journalist or graphic designer. Experience in a public relations department for a college, university, or public service institution. Experience in student activities as an undergraduate helpful.

Education: Bachelor's degree in the liberal arts, journalism, broadcast journalism, creative writing, graphic design, or a related field.

Business manager (or assistant director for business)

Responsibilities: Responsible for the financial management of the union operation, including budget forecasting and control, accounting, purchasing, and general business functions. Depending on the organizational structure and the responsibilities assigned to other assistant or associate directors, may also be responsible for retail operations, computer applications, maintenance, recruitment and training of service personnel, building operations including the space reservation system, or other assigned areas. Reports to the union director.

Special qualifications: Organizing and executive ability, thorough familiarity with accounting procedures, resourcefulness in conducting business operations to facilitate and support the mission of the union, sensitivity to the needs of students and the union's educational role.

Experience: Successful experience in the business management of unions, residence halls, clubs, hotels or restaurants, private enterprise, or equivalent management experience in other business fields.

Minimum paid experience in years for a position at a:

Small campus	2 years
Medium campus	4 years
Large campus	6 years

Education: Bachelor's degree in business administration, institutional management, hotel or food service management, accounting, or related field; or bachelor's degree and equivalent training through practical business experience. Master's degree in business or public administration desirable.

Operations manager (or administrative assistant)

Responsibilities: In charge of specific building operations such as room reservations, information desk, checkroom, rentals, game rooms, hair-styling shop, retail shops, hotel unit. In small unions this position may be combined with that of business manager under the title assistant director in charge of operations.

Special qualifications: Ability to organize, supervise, and administer; familiarity with management practices in a business enterprise; resourcefulness in meeting a variety of challenges in public relations, employee training, and efficient management of a service institution.

Experience: At least three years of business experience involving administrative and management abilities. Experience as a student or staff worker in a union helpful.

Education: Bachelor's degree with training in business administration, personnel practices, or public relations. Internship or graduate assistantships in union work or other on-the-job training recommended.

Maintenance manager

Responsibilities: In charge of building maintenance operation, custodial care, room setups, fire and safety programs, and equipment inventory control. In small unions this position may be combined with that of business manager or assistant director for business or operations.

Special qualifications: Ability to supervise a variety of personnel actions and direct a work force to ensure that facility is maintained in a clean and orderly manner; appreciation of special needs of union users; and flexibility to adjust to changing schedules. Some knowledge of techniques and crafts involved in preventive maintenance, housekeeping, and construction. Open to new ideas and adaptable to changing technology.

Experience: At least three years of successful supervisory experience, preferably in a construction or facility maintenance position.

Education: Bachelor's degree in engineering or business management is desirable although significant experience and special training may be acceptable in lieu of a degree.

Food service director (or assistant director for food service)

Responsibilities: In charge of all union food service operations, including restaurant dining, catering, cafeteria, snack bars, and possibly satellite operations. In larger unions, there is usually also an assistant food service director or manager.

Special qualifications: Ability to organize and train a large staff of both full-time and student employees. Thorough familiarity with all phases of food purchasing, preparation, production control, merchandising, service, and inventory control. Administrative ability and understanding of the technical aspects of menu planning. Working knowledge of nutrition and dietetics; sympathetic appreciation of special needs of campus clientele; resourcefulness in using union facilities in accomplishing the general social and recreational objectives of the union.

Experience: Supervisor or manager of a union or residence hall dining unit, or equivalent experience in commercial food management and catering elsewhere of such character as to demonstrate ability to direct the varied food service of the union (cafeteria, waiter service dining room, snack bars, catering, kitchen).

Minimum paid experience in years for a position at a:

Small or medium campus	3 years
Large campus	5 years

Education: Bachelor's degree in hotel or institutional management, business administration, accounting, or related field. Some institutions will recognize significant experience in a commercial food service enterprise in lieu of the degree.

Recreation area manager

Responsibilities: Coordinates and supervises all activity and fiscal aspects of a recreation facility and program, which may include bowling, billiards, table tennis, chess, bridge, amusement machines, and rentals of lockers, bicycles, and other recreational equipment. Responsible for intramural, employee, and family leagues and tournaments and for intercollegiate com-

petition. Trains and supervises staff which may include mechanics, maintenance personnel, counter attendants, and student employees. Promotes activity in the recreation area. Advises student committees and may have collateral duties within the union.

Special qualifications: Knowledge of the sports and activities involved is a near necessity, and ability to teach some of the skills is helpful. Some knowledge of accounting, budget controls, cash operations controls, and inventory controls important. Working knowledge of repair and maintenance of machines and equipment important. Public relations skills desirable.

Experience: Experience in managing commercial, collegiate, or military recreation centers. Competitive and mechanical background can be helpful. Promotion and merchandising background and experience in working with groups are assets. Experience as a student employee can be valuable, particularly in entry-level positions.

Education: Bachelor's degree in business administration, recreation administration, or related field. Some institutions may recognize significant experience in lieu of the degree.

Bookstore manager

Responsibilities: In charge of all aspects of the college bookstore, including determination of books and merchandise to be sold, pricing policies, staff work schedules, operating hours, financial operation including fiscal and inventory controls, training and supervision of personnel.

Special qualifications: Knowledge of merchandising, with special attention to the requirements of college stores. Understanding of accounting and inventory procedures. Management and administrative ability. Ability to work effectively with employees, the campus public, and academic departments.

Experience: Bookstore manager, retail store department head, publisher's representative, general merchandising experience.

Education: Bachelor's degree in business administration, accounting, or related field.

Scheduling and reservations manager

Responsibilities: Accepts reservation requests and schedules efficient use of union facilities. In some cases, may be responsible for scheduling of all campus facilities (usually excluding athletics) when not used for academic purposes. Interprets policies. Coordinates major functions, arrangements for audio-visual and other equipment. Arranges for room setups. Maintains master calendar and records. May coordinate catering requests.

Special qualifications: Knowledge and appreciation of the intricacies of the entire collegiate calendar and potential conflicts. Ability to apply policies equitably and recognize unusual requirements. Must be well-organized and able to keep work up-to-date. Meets people easily and maintains composure during scheduling crises.

Experience: Familiarity with a union or other institutional operation, such as a hotel or club. Demonstrated ability to work within systems and to keep records.

Education: Some collegiate experience is desirable to provide insight into the variety of campus life and the value systems that are prevalent.

Compensation

The Association of College Unions-International publishes an annual salary survey in the ACU-I Bulletin. The results of the survey allow comparisons of salaries for similar professional positions in unions of various sizes at schools of various enrollments, by giving the low, average, and high salaries reported by those responding to the survey.

The results of the annual survey are helpful to employers in establishing salaries for new positions, upgrading existing positions, or for demonstrating how a union's salaries for professional staff compare with those of other institutions of the same size. The results of the most recent survey can be obtained by contacting the ACU-I Central Office, 400 E. Seventh St., Bloomington, IN 47405; (812) 332-8017.

The Central Office of the Association of College Unions-International can provide additional information concerning the staffing of college unions, materials from the Council for the Advancement of Standards, and statistical data on union operations.

Employment services

In addition, the Association provides a computerized employment service known as ACUIRES (Association of College Unions-International Registry Employment Service) that serves both colleges with open positions and individuals who wish to secure or change positions in the union or activities field. ACUIRES matches descriptions of available jobs with the abilities and preferences of candidates who have filed with the service. The papers of candidates selected by this computer match are mailed to the union with the open position. Both employers and candidates have their choice of open or confidential listings. Candidate and employer forms may be obtained by writing to ACU-I, 400 E. Seventh St., Bloomington, IN 47405.

ACU-I member schools may list job openings with ACUIRES at no cost. Nonmember institutions are charged $75. Individuals may register as candidates for 12 months at a cost of $25. ACU-I professional members are charged only $15.

In addition to ACUIRES' year-round operation, an employment center at the annual conference permits employers to examine candidates' records and to facilitate personal interviews. Employers who use this annual ACUIRES service pay $50 if the position is registered at conference or within the 30-day period immediately preceding the conference. Schools that register to use ACUIRES at conference at least 30 days before conference pay only $25 for the service.

A college may announce a vacancy via a Professional Opportunity, a sheet describing job openings. Professional Opportunities accompany the *Union Wire*, the Association's newsletter which reaches about 1,800 persons nine times a year. Members pay $75 per Professional Opportunity announcement.